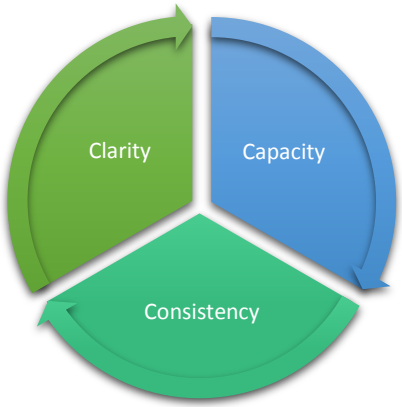
Gateway to Learning



St Catherine's C of E School

An Daras Multi-Academy Trust

Academy Improvement Plan 19/20 (Jan 19 – Jan 20)

Status: Draft/**Approved**	
School:	St Catherine's C of E School
Version:	V2
Statutory:	Yes
Approved by LGAB:	**Jan 19**
Final Review by LGAB:	**Jan 20**
Advisory Committee:	Local Governing Advisory Board ADMAT Teaching, Learning and Achievement Committee
Linked Documents and Policies:	PPG Provision Map 18/19, PE Funding Map 18/19, SEF 18/19, Core-stats Benchmarking Reports, ADMAT Consultant Reports 18/19, OFSTED Data, ISDR/ASP Reports 18, ADMAT SI Strategy 18, MAT Improvement Capacity Framework

A. Improvement – ADMAT Model

- **Our strategy model** is structured around establishing sustainable improvement "building blocks" of **capacity**, **consistency a**nd **clarity** in school operations delivered through interlinked improvement strategies informed by MAT, national and local school **contexts.** We define these essential building blocks as;

  - ✓ **Capacity** – *the ability to design, deliver and lead change within an agreed strategic vision*
  - ✓ **Consistency** – *the ability to standardise systems, process, protocols and standards to*
  - ✓ **Clarity** – *the rigorous application of school improvement models, CPD programmes and*
  - ✓ **Context** – *the identification of MAT and local priorities which deliver gain and value added for stakeholders*

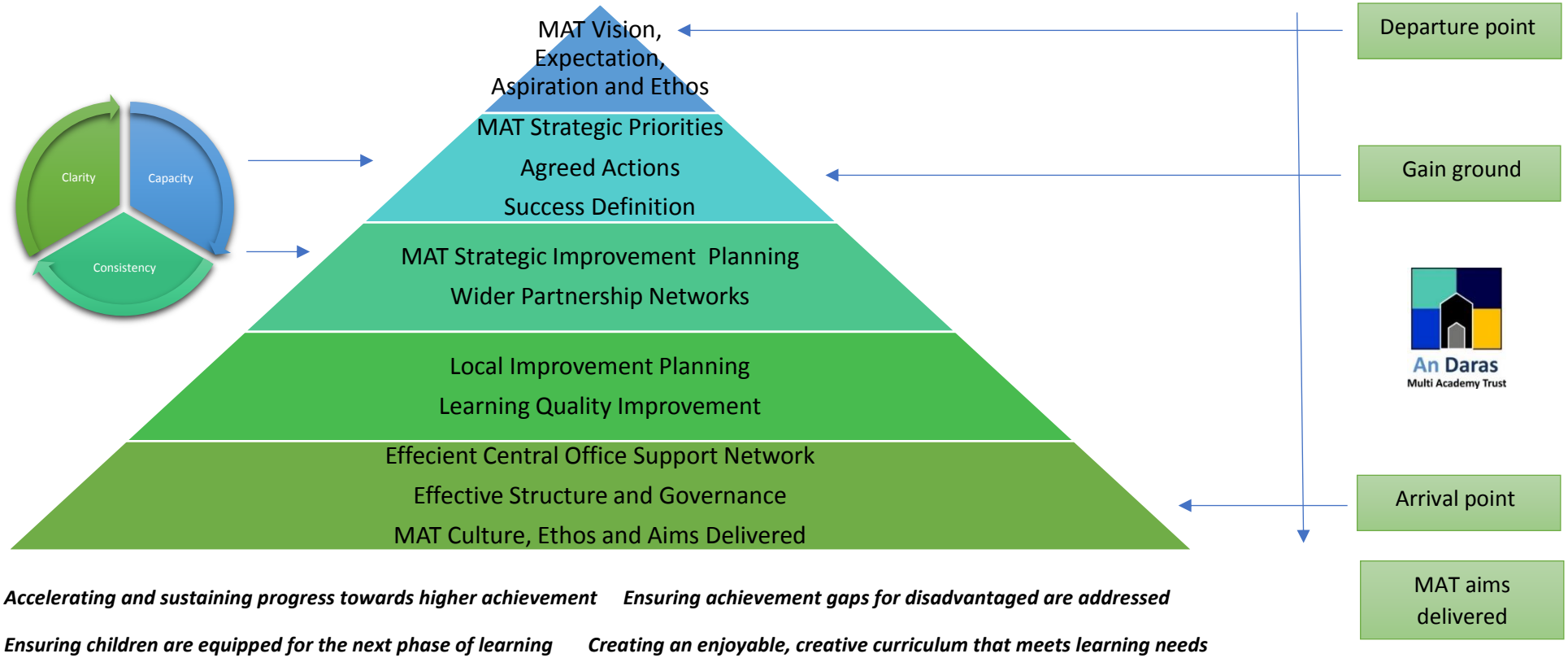
- This annual AIP document exemplifies the MAT's approach to delivery of school improvement "building blocks" which lead into five overall MAT prime improvement areas - *Vision and Culture, People and Leadership, Curriculum and Assessment, Teaching and Learning, Governance and Accountability.*

- **MAT self-assessment system** (see MAT Risk Register/SEF) used to risk manage the latest achievement/context of a school on an annual basis. Levels of support, resource deployment and challenge will then be decided by the MAT in partnership with local school leadership. Schools will be reviewed against the following criteria;

Seriously underperforming school	The need is for rescue or recovery: rapid control, arrest of decline, assessment of priorities, firm action, injection of systems and staff, critical decisions sand modelling what is needed
School that requires improvement to be judged good	A school requiring reinforcements: building capacity, harnessing good practice and improving that which is not, developing and empowering staff, ensuring consistency, raising aspirations, designing and implementing a strategy for creating a school that is good or better
Good to outstanding	The need for refinement: ensuring that all teaching and learning is good and that an increasingly high proportion is outstanding, refining monitoring and evaluation, ensuring the needs of every pupil are met, growing leaders, reducing achievement gaps and maximising progress and outcomes
Sustaining excellence	A school requiring renewal: not simply sustaining outstanding practice but building on it, innovating, fine tuning and spreading the schools influence more widely

B. Creating Shared Vision, Aspiration and Expectation

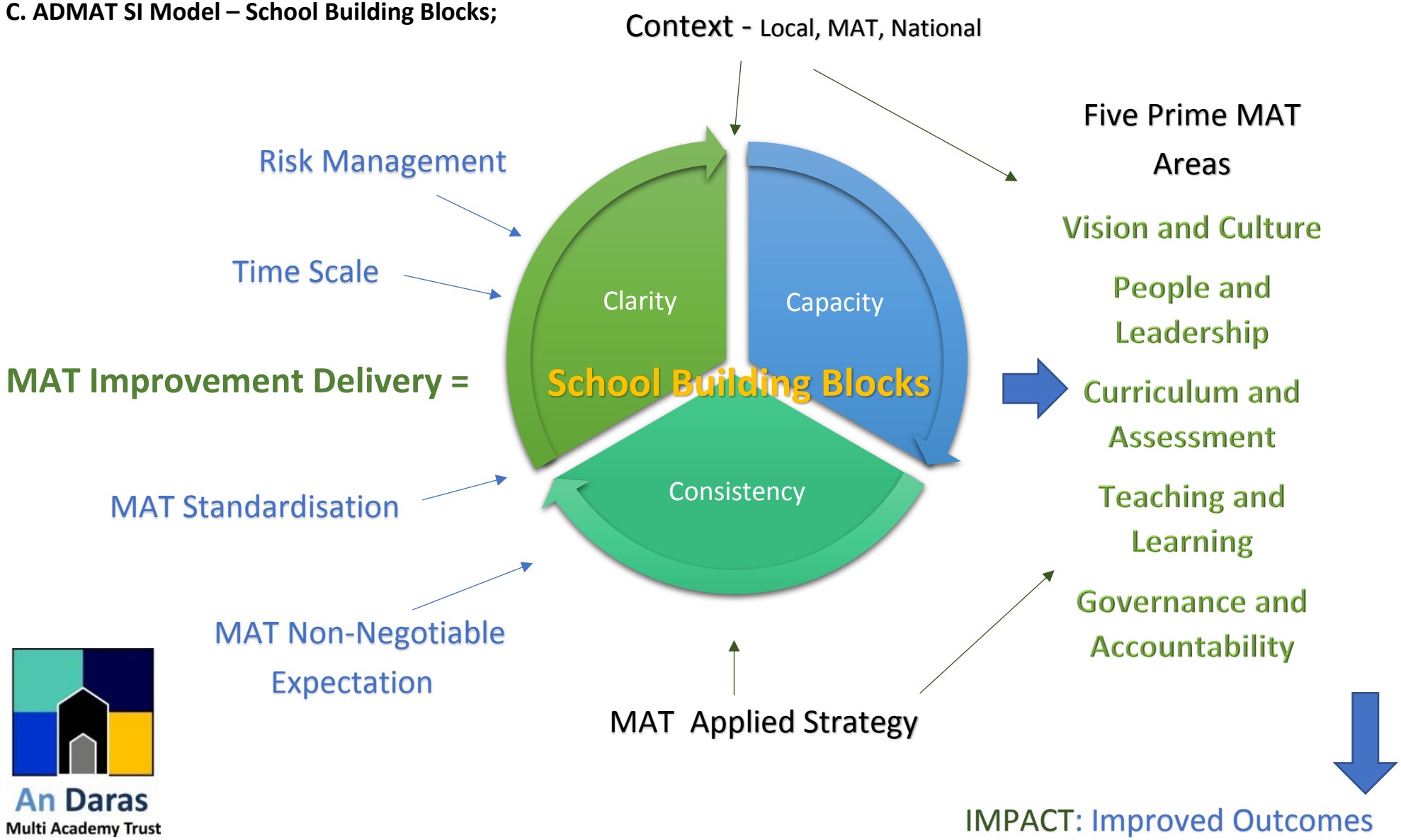
- ADMAT Key Vision – **"To be the primary gateway for life-long learning, ensuring every child in the Trust is ready for present and future success".**
- MAT schools will focus on delivering school improvement programmes closely linked to their local need and the MAT priorities – providing a "departure" point and "arrival" point to measure success and gain. School improvement is always identified with raising the quality of learning and standards. SI needs will be identified by using the full range of MAT self-evaluation tools. The pyramid indicates the overall SI implementation strategy;



Accelerating and sustaining progress towards higher achievement ***Ensuring achievement gaps for disadvantaged are addressed***

Ensuring children are equipped for the next phase of learning ***Creating an enjoyable, creative curriculum that meets learning needs***

C. ADMAT SI Model – School Building Blocks;



An Daras
Multi Academy Trust

D. Academy Improvement Plan 19/20

Whole MAT Improvement Plan Priorities 19/20:

- Increase writing/spelling attainment/progress for boys/vulnerable groups **(Teaching and Learning)**
- Extend consistent impact of visible learning strategies across all schools **(Curriculum and Assessment)**
- Increase skills/capacity of middle leadership to deliver improvements in curriculum effectiveness **(People and Leadership)**
- Improve parental engagement with learning to ensure effective reach to all families **(Vision and Ethos)**
- Embed Trauma Informed School (TIS) strategies across all MAT schools **(Teaching and Learning)**

MAT Resource Support:

MAT moderation and subject leaders meeting
MAT maths training
Vocabulary training
AIO – visible learning/assessment
AIO – monitoring and mentoring

Progress Benchmark KS2:

Reading: -0.1
Writing: -1.2
Maths: -0.4

Start/End Date:

January 2019 – December 2019

Attainment Benchmark KS2:

RWM combined: 53%
Reading: 70% EXS 20% GDS
Writing: 70% EXS 7% GDS
Maths: 70% EXS 13% GDS

LGAB Links:
JW – Strategy
RB – Data and improvement
MY – Safeguarding
CF – Curriculum/RE
CS – SEND
BM – Information
LD – English/vulnerable groups
LB – Maths/vulnerable groups
EG – PE/PPG

Time Frame Key
Amber – 1st 100 days
Green – 2nd 100 days
(into SI plan content below)

ADMAT Vision Delivery: To be the primary gateway for life-long learning ensuring every child in the Trust is ready for present and future success- through the setting of aspirational goals for our pupils we aim to deliver this vision in all actions within this plan.

School Vision Delivery: At St Catherine's Church of England School we strive to educate our children to realise their aspirations and to contribute positively to society guided by our Christian principles- though careful design of the curriculum, having high expectations for our pupils' attainment and progress and the guidance given by the Church of England's vision for education, we will deliver this vision.

Explaining Context (rationale/evidence/SEF for priority)	**Achieving Clarity** (defining priority and time frame delivering clarity)	**Achieving Consistency** (actions/tasks delivering consistency)	**Achieving Capacity** (actions/tasks/costs/resources/training/personnel delivering capacity)	**Staged Outcome/Impact** (define success/measurable KPIs including pupil achievement targets)	**Monitoring of Impact** (triangulation/key questions)

Priority 1: *Teaching and Learning Standards* To raise standards of attainment and progress in writing in all year groups. Includes a focus on vulnerable groups: • Boys' writing • PPG writing • GDS writing *Church of England vision – high quality education for all pupils regardless of outcomes or starting points*	English Writing KS2 70% - below national average and writing progress -1.2 putting it in 4th centile nationally 0nly 7% achieved GDS at KS2 Limiting factor in achieving greater RWM combined. Boys significantly below girls in yr6 although SEN contributed to this. 18-19 academic year focus to be on writing: -cross-curricular and contextual writing -timetable changes to create opportunities to focus on writing -improved teaching of vocabulary	All teachers' performance management to have a target linked to improving standards of attainment in writing Dedicated staff training time to be allocated to this priority MAT AIO to deliver support as cross-MAT priority Monitoring processes linked to this priority Assessments/schemes of learning/timetables have been standardised to support this priority's importance	Babcock teaching sequences to be fully used by all staff (£153) +Twinkl planning/assessments (£375) Learning Walls to reflect s plan of unit All lessons to challenge all pupils Learning walks and observations to focus and report on English including subject knowledge Book scrutiny to focus on writing – amount, coverage, cross-curricular elements, opportunity for extended writing, opportunity for independent application of skills (Monitoring cost – 1 pms a week leadership time - £300) RWI spelling and grammar to be taught daily Homework grids to include writing opportunities Continuous provision in EYFS to be rich in phonics activities Cursive handwriting to be taught in specific sessions in every class Writing tasks to be incorporated into reading, science, humanities sessions Performance management objectives for teachers will be linked to writing attainment and progress targets Access set up to Grammasurus set up (£23) Access to SPAG.com (£199) Ensure EYFS provision and teaching creates ample opportunities to stretch, extend and challenge pupils to ensure a greater % of pupils achieve exceeding in writing Pupil conferencing Teachers given opportunity to visit other classes to share good practice and observe Babcock writing assessment grids to support writing judgements Science Day to be planned to include writing task ADMAT writing moderations held termly ADMAT training/support as needed from AIO Internal English training – writing expectations, feedback English lead to model teaching, support with	Writing attainment at end of KS2 is above or in line with national averages. An uplift of a minimum of 10% of pupils in yr6 achieving GDS in writing. Progress measure for writing to be 0 or above, to be in line with maths and reading and to be in at least average national centile. All other year groups to show an uplift in writing attainment and progress to ensure pupils are on track to make expected or better progress by year 2 or 6 based on prior attainment . Prior low attainers to move into expected attainment and therefore better than expected progress. SEN pupils to achieve good progress towards their targets. Boys and PPG writing gaps to have been diminished with the target to be broadly in line with girls' attainment by year 6. **Interim targets** (end of Spring term) Are the majority of pupils on track to achieve end of year targets in writing? 75% ARE/20% GDS Are there pupils in each year group who have made significant progress enabling	Headteacher to carry out monitoring – learning walks/book scrutiny/data analysis/pupil conferencing alongside English subject lead Monitoring visits from AIOs will focus on English/writing **What have we done? What is the impact? How do we know?** *How do we pay special attention to the 'disadvantaged' in our lessons? (Boys, PPG, GDS)* *How aspirational are our teachers? – Is anything really possible for our pupils?* *What differences do we see between girls and boys in their approach to assessment/writing?* Discussions with pupils: What are they

			writing sessions English resources updated and improved as needed. Head and English lead to track pupil progress and monitor impact of interventions on improving outcomes.	movement between low prior attainment to expected and from expected to higher attainment (GDS)? Are vulnerable groups in line with other groups – GDS? PP? Boys? Can a breadth of evidence be shown to demonstrate that extended writing is taking place regularly across a range of subjects? *Evidence: Data Matrix/i-track/PAGs/Learning books*	learning? Why? What are they getting better at during the learning sequence? How do they know? Can they show you something their teacher has written in their book to help them make progress. Can they show you something that has challenged them?
Priority 2: *Curriculum and Assessment* To deepen the enrichment opportunities within the curriculum to include opportunities for contextual cross-curricular learning. This will include: • Planned opportunities for maths to be taught and applied in a range of other subjects • Development of a range of capabilities through introduction of character education • Strengthening the role of parents	In depth analysis of maths assessment papers show that problem solving is a weaker area for most pupils and that girls are less likely to achieve GDS at end of KS2. GDS maths has risen this year but is not in line with national. MA student's research project has demonstrated the importance of a range of learning capabilities that will support pupils in greater achievement in life. This links with role parents play and how this can support the	Introduction of a capabilities curriculum to supplement current curriculum learning in the school. All teachers will contribute to its design and be supported fully by MA student in implementing it. Capabilities and visible learning to form part of teachers' performance management. Visible learning coaches to lead support on this project's continuation. Whole MAT approach to improving family engagement. Standardised assessment and book set up for all	INSET days on Visible Learning and capabilities curriculum Follow up staff training sessions Staff meeting on family engagement project Curriculum information sent out to parents Class Dojo set up Curriculum book created Class floor books set up to record practical lessons Maths lead to support with cross-curricular lesson planning Science day to incorporate practical maths Analysis of SATs to identify maths areas of weakness Learning book scrutiny to focus on cross-curricular writing Parent traffic light survey to be sent out about learning Capabilities curriculum implementation included in staff PM objectives MAT subject leaders to support action plan writing Curriculum grids/schemes of learning and assessments improved Links established with community projects	Clear evidence that a broad, deep and balanced is being taught at St Catherine's – evidenced through observations, pupil and parent conferencing, book evidence Capabilities assessment show improved scoring in area focused on by each class. Maths question paper analysis shows improved score in problem solving questions and improved overall ARE and GDS scores RWM combined score at end of KS2 is raised to be in line with national expectations. Boys' and girls' attainment in all subjects is broadly in line. **Interim targets**	Monitoring by Headteacher will focus on range of evidence available to demonstrate new curriculum approach **What have we done? What is the impact? How do we know?** If education can become focused on 'fostering the skills to shape life well', to what extent do our assessment methodologies equip pupils to do this, and where are the gaps? If character is formed and revealed

within their child's education through a planned parental engagement programme • Continuation and development of the Visible learning ethos *Church of England Vision: Prepare pupils to make positive contributions to future society/Character Education theme – developing character virtues. Pupils to learn the importance of a healthy lifestyle*	school in helping pupils achieve more. English writing results were less than national as was GDS. The use of contextual and cross-curricular writing will enable there to be greater opportunities to engage in writing for a purpose.	staff to follow for this priority	- Residential home, art gallery, museum, theatre group, music teacher, Shakespeare project, French penpals, Foodbank and local churches Grants sourced to help fund activities Ensure EYFS provision and teaching creates ample opportunities to stretch, extend and challenge pupils to ensure a greater % of pupils achieve number and shape, space and measure ELGs (Monitoring cost – 2 pms a week leadership time - £500) Access to TTRS (£60) Access to Testbase (£170) Implement capabilities curriculum following initial class assessments of need – allocate projects Review and assess impact of projects half-termly Adapt as necessary Maths lesson observations – maths lead to focus on contextual use of maths skills Extended writing sessions – monitored/supported by English leads STEM engineering project set up Each class to attend a relevant trip Parental engagement activities arranged Review use and impact of Class Dojo Parent/school project set up. Visible learning coaches to input to case studies research project – cross MAT MAT subject leader meetings to review coverage and assessment	(end of Spring term) Are the majority of pupils on track to achieve end of year targets in maths? 75% ARE 20% ARE Can a range of evidence be shown to demonstrate that a broad curriculum is being taught? Is there a wider range of evidence available for maths learning than just in maths books? Do parental and pupil questionnaires support this? Do learning walks demonstrate the impact of initial capability curriculum implementation within the classroom? What transferrable knowledge and vocabulary has each topic taught the children? *Evidence: Data Matrix/i-track/Learning books/Lesson observations and learning walks/Curriculum theme maps/Floor books*	'in the drama of ongoing life', how are we actively developing our pupils' ability to 'approach the future' well? In what practical ways could we use the strength of partnership and scale to help our school vision for education in terms of breadth of curriculum provision?
Priority 3: *Vision and Culture* Develop the Christian distinctiveness of the school including the spiritual dimension of all subjects, through the inclusion of a curriculum that develops children's	To support in achieving ethos enhancing outcomes the school hopes to achieve real and sustainable partnerships beyond the school walls. The connections we	MAT and School vision is shared on all documentation and discussed in all decision making processes. School vision was created as a group of stakeholders.	Links established with community projects - Residential home, art gallery, museum, theatre group, music teacher, Shakespeare project, French penpals, Foodbank and local churches Grants sourced to help fund activities Open the book and Local clergy carry out 2 or our daily collective worship weekly. Collective worship theme of community and hospitality explored	Pupils can clearly articulate school vision and its importance in their education Evidence scrutiny shows pupils are experiencing opportunities to deepen their spiritual understanding of the world Collective worship evaluation	Monitoring by Headteacher and RE lead will focus on range of evidence available to demonstrate the spiritual, global and community elements of the curriculum

characters, global awareness and understanding of community responsibility. To establish firm and useful connections within our local community including with our parents and beyond. *Church of England vision: As a flourishing school, we aim to serve our community, to put our Christian values into action through courageous advocacy and to develop a sense of our belonging within a global community.*	make outside of the school must support enhancing pupil outcomes as described above. Within our Christian remit there remains gaps in our provision that limit this. The areas identified through monitoring from the diocese and internally remain on broadening our global understanding, deepening opportunity for spiritual growth and establishing a strong and useful community presence. This directly links to our vision where pupils understanding of the importance of contributing to society is clearly developed.	Link governor supports ensuring that this priority links to all other in the plan. SIAMs SEF identifies this as an area of need. Resources in place to support all staff in this area.	Harvest festival themed around school, local, national and global communities – led by pupils Courageous advocacy opportunities encouraged and supported in school PSHE curriculum opportunities exploited to explore these themes Spiritual curriculum monitored by RE lead Understanding Christianity scheme used – supported by RE lead Diocese visit to monitor school SIAMs SEF completion Monitoring of book evidence – RE lead Diocese training (£200) Art projects set up to explore our school/church vision. Spirituality day run within heritage week Class Dojo/parental conferencing used to support parents' understanding of our school vision. Visits to other schools to share ideas/learn from good practice Collective worship global theme to be explored Termly pupil conferencing	and observations demonstrate pupils engaging with thought and purpose. Examples of pupils demonstrating courageous advocacy regarding a cause that is important to them can be evidenced. Community links with the church and beyond are clearly established and have a clear purpose in supporting the education of our pupils. Feedback from community groups supports that the links are useful to them also. SIAMs SEF is completed and clearly shows the school strengths and accurately identified areas for development **Interim targets** (end of Spring term) Can a range of evidence be shown to demonstrate that the school has made links with community groups including the local church and what impact on pupils' learning can be evidenced? Do parental and pupil questionnaires support this? Do learning walks demonstrate the impact of the Church ethos – eg global and community learning?	approach. **What have we done? What is the impact? How do we know?** *How does our school work in partnership with local churches and other groups to develop character in our pupils and staff?* *How are we teaching our pupils about relationships and commitment?* *How are we developing our pupils to actively become a good citizen, parent or employee? How do we define 'good'?*

				Is the SIAMs SEF complete? *Evidence: Learning books/Lesson observations and learning walks/Curriculum theme maps/RE and PSHE planning/Floor books/SIAMS SEF*	
Priority 4: *Safeguarding* a. To embed TIS training and ethos into school. b. To improve overall attendance, reducing persistent and unauthorised absence. *Church of England Vision: Prepare pupils to make positive contributions to future society/Character Education theme – developing character virtues. Pupils to learn the importance of a healthy lifestyle and to value their education.*	Attendance data this year, indicated a drop in overall attendance and an increase in unauthorised absence. Most of this was from unauthorised holidays. The school identifies a need to ensure pupils and parents understand and value the importance of the education provided. Emotional well-being of pupils has been identified through monitoring of our online programme 'My Concern' which shows pupils who are unable to manage emotions are most likely to disrupt or miss learning. A sharp drop in services from county in supporting pupils with emotional or behavioural issues means this is an area the school must address.	5 staff have been fully TIS trained All staff will receive TIS headline training TIS approach employed across the school All staff given weekly attendance figures to act upon These are displayed and shared with parents Attendance key part of parent meetings EWO supports school with attendance issues No holidays are authorised. All staff team teach trained	TIS training completed (SENDCo to complete hers – cost of cover £100) Educational therapist employed to support pupils with emotional well-being issues (PP budget - £2000) Team teach update training booked termly EWO visits books termly (£150) Attendance data sent out weekly – shared with parents. New stricter attendance procedure introduced and followed by all staff. Penalty notice pack to be shared by EWO. Unauthorised attendance letter to be used. Teachers meet with any parents whose child's attendance is below 95% and is causing concerns. TAs with TIS training use this to support parents and pupils in school Class Dojo used to support direct communication between parent and teacher. Attendance discussion added to initial reception parent meeting	Attendance data is in line with national and unauthorised holidays are reduced by end of Number of disruptive incidents recorded on My Concern is reduced. Pupil conferencing evidences pupils feel safe and happy in school. Parent conferencing evidences majority of parents would recommend the school. **Interim targets** (end of Spring term) First 100 days: 95%. 90%minimum for any pupil identified with EWO Aut 2018. increase for any pupil under Have behaviour incidents reduced, eg disruption of learning in lessons, following the introduction of TIS? Has the % of pupils with attendance under 95%	Headteacher monitors weekly. **What have we done? What is the impact? How do we know?** *How are we fostering confidence and delight in our pupils?* *How are we developing emotional intelligence in our pupils?* *What impact on pupil and staff wellbeing does the pressure to achieve test results have and what difference could it make as we broaden our aims for pupils to be a good citizen?*

				reduced? Has the increased focus on attendance impacted on those on flexi-schooling arrangments? *Evidence:* *Attendance weekly reports/Staff conferencing/My Concern logs*	
Priority 5: *People and Leadership* *To develop the capacity of leaders within the school to deliver effective curriculum improvements.* *Specifically:* • *Role of AHoS in readiness of head of school responsibilities* • *Develop senior leaders and middle leaders* • *Continue to develop VL impact coach roles* *Church of England Vision: As leaders all our decisions are guided by our Christian principles and our church school vision and ethos.*	The MAT has identified the need to develop our middle leaders through supporting the development of good subject leadership across the MAT and within each school. Within the school, subject leader gaps exist in science, computing, humanities and creative subjects. The school has identified the need to support current leaders to engage in the necessary training to ready them for their next career opportunity.	MAT AIO provide clear guidance on the role of the subject leader and plan in termly cross-MAT subject leader meetings The MAT supports the growth of leadership within and supports the necessary training for this. Clear job descriptions are available for each role. Standardised formats for action plans are used across the MAT Expertise is shared across the MAT.	Identify staff to take on subject leader roles/fill gaps Set up partnership working across the MAT to support learning and sharing expertise Enable mentoring and coaching opportunities for staff to develop in their current or new roles Support application for external training for career stage progression Link teacher performance management to training required. Subject leader and leadership meetings set up termly. PE leader training course started. AHoS to complete CPQH (remainder of course cost £1400) NPQH – staff to begin further training (£2250) Review progress of staff in achieving personal targets and in achieving effective subject or whole school leadership.	Each subject has a clear leader with action plan in place. Reviews show progress has been made to achieving action plan targets and that standards within the subject have increased. Training for staff has impacted positively on actions within the school demonstrated through scrutiny of evidence from the subject including assessment results. Performance management targets have been met. **Interim targets** (end of Spring term) Have all subject leaders created an action plan? What training has been provided for subject leaders and what has been the impact? What training is in place for	Headteacher will monitor through performance management, subject leader meeting feedback, AIOs feedback, and subject evidence scrutiny. **What have we done? What is the impact? How do we know?** *Do all of our staff have a clear and exciting 'horizon of hope and aspiration' for their future?* *What makes people want to commit their careers to working in our context?*

				senior leaders? What opportunities have there been for the AHoS to train/prepare for role as HoS? What actions have been completed by middle leaders and what evidence do they have that these actions have had impact? *Evidence:* *Performance Management/Data/Monitoring records/SL action plans and impact reports*	
Review Evidence:					

E. AIP Monitoring Schedule

1st 100 days		First 20 Days	Second 20 Days	Third 20 Days	Fourth 20 Days	Fifth 20 Days	Notes
LGAB	**Activity**	Meeting	Working party	Audit	Class visit	Full LGAB Meeting	
	Focus/Priority	Establishment of roles and responsibilities	Data/Improvement	Safeguarding	Curriculum/vulnerable groups	Head's report	
Head	**Activity**	Learning walk Lesson observations	Book scrutiny Parent conferencing	Performance Management mid-year review Pupil progress	Book scrutiny moderation	Learning walk	Learning walks, book scrutiny etc happen weekly
	Focus/Priority	Classroom environments English Lessons	English – presentation/ SOPs	Target review/setting linked to new AIP targets Data analysis	Extended writing opportunities/cross-curricular application	Learning environments Pupil conferencing Data analysis	

SLT	**Activity**	Subject leader meetings	PAG target groups	Data analysis	Pupil progress	Lesson observations	
	Focus/Priority	Action plans	Provision/intervention mapping	Subject/KS priorities	KS progress predictions update	Maths and English	
Middle Level Leaders	**Activity**	Subject leader meetings	Book scrutiny Learning walk			Evidence/assessment analysis	
	Focus/Priority	Action plans	Subject coverage/quality Pupil attitudes/teacher subject knowledge			Progress and curriculum coverage	
AIO/MAT	**Activity**	AIP Approval	Progress towards VL priorities	Monitoring visit	Monitoring visit	Data Analysis	
	Focus/Priority		Visible Learning	English			
	Focus/Priority	Correctly identified priorities			CEO Annual – areas for improvement	Comparison to national benchmarks	

2nd 100 Days		**First 20 Days**	**Second 20 Days**	**Third 20 Days**	**Fourth 20 Days**	**Fifth 20 Days**	**Notes**
LGAB	**Activity**	Class visit	Audit	Working party	Working party	Full LGAB Meeting	
	Focus/Priority	Curriculum/vulnerable groups	On-line safety/GDPR	PE/PPG	Data/Improvement	Head's report	
Head	**Activity**	Learning walk Lesson observations	Book scrutiny Parent conferencing	Pupil progress	Book scrutiny moderation	Learning walk	Learning walks, book scrutiny etc happen weekly
	Focus/Priority	Classroom environments English Lessons	English – presentation/ SOPs	Data analysis	Extended writing opportunities/cross-curricular application	Learning environments Pupil conferencing Data analysis	

SLT	**Activity**	Subject leader meetings	PAG target groups	Data analysis	Pupil progress	Lesson observations	
	Focus/Priority	Action plans- review impact	Provision/intervention mapping	Subject/KS priorities	KS progress predictions update	Maths and English	
Middle Level Leaders	**Activity**	Subject leader meetings	Book scrutiny Learning walk	Evidence/assessment analysis		Data Analysis	
	Focus/Priority	Action plans reviews	Subject coverage/quality Pupil attitudes/teacher subject knowledge	Progress and curriculum coverage		End of year results	
AIO/MAT	**Activity**	AIP review of impact	Progress towards VL priorities	Monitoring visit	Monitoring visit	Data Analysis	
	Focus/Priority		Visible Learning	English			